



EBENEZER MIDDLE

3440 Ebenezer Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	414 Students	
Principal	Marlene De Wit	803-469-8571
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

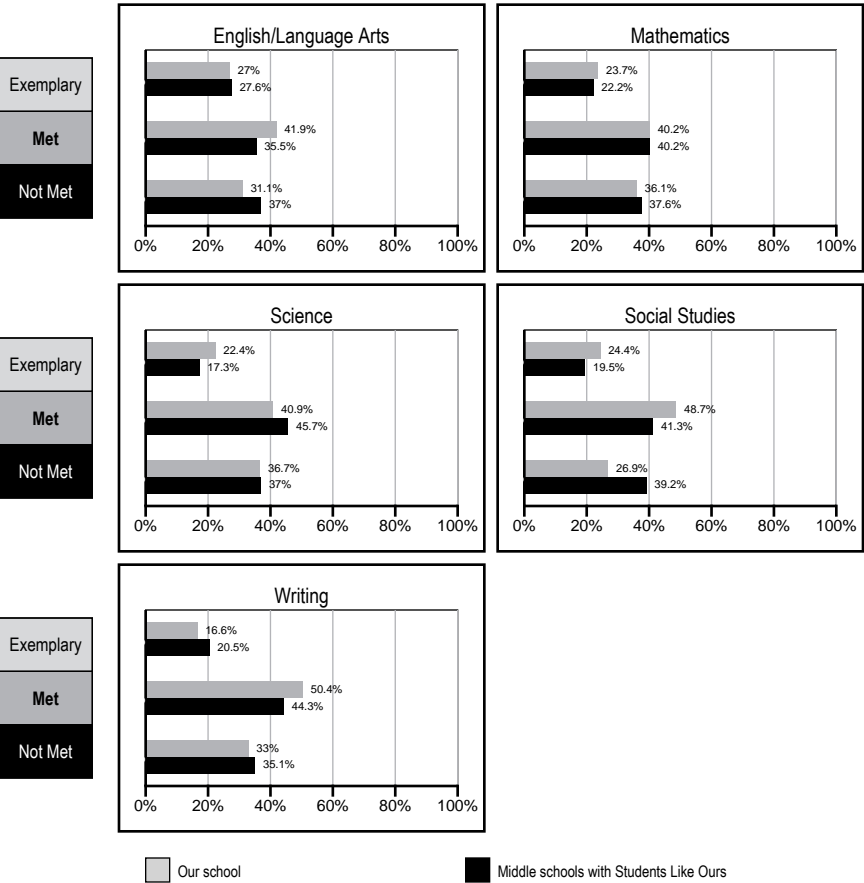
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	36	13	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.9%	95.2%
English 1	94.9%	96.3%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	94.9%	95.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=414)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	Up from 13.9%	25.7%	24.2%
Retention rate	1.5%	Down from 2.0%	0.7%	0.7%
Attendance rate	95.4%	Down from 95.7%	95.6%	95.9%
Eligible for gifted and talented	20.7%	Up from 17.8%	14.3%	16.4%
With disabilities other than speech	14.9%	Up from 12.8%	13.2%	12.0%
Older than usual for grade	4.6%	Down from 5.6%	2.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	No Change	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	60.0%	Up from 40.0%	56.1%	58.5%
Continuing contract teachers	60.0%	Up from 46.7%	81.0%	80.0%
Teachers with emergency or provisional certificates	5.0%	Down from 21.7%	4.2%	4.0%
Teachers returning from previous year	73.4%	Up from 71.0%	83.1%	84.6%
Teacher attendance rate	95.7%	Up from 95.2%	95.3%	95.4%
Average teacher salary*	\$43,638	Up 3.0%	\$45,750	\$46,561
Professional development days/teacher	18.6 days	Up from 10.8 days	10.8 days	10.2 days
School				
Principal's years at school	9.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 20.1 to 1	20.9 to 1	21.1 to 1
Prime instructional time	90.4%	Up from 89.4%	90.3%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Up from 90.9%	98.3%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,650	Down 5.3%	\$7,979	\$7,802
Percent of expenditures for instruction**	59.0%	Up from 57.7%	63.4%	63.8%
Percent of expenditures for teacher salaries**	55.0%	Up from 42.3%	59.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Ebenezer Middle School is to provide a quality education for all students in a safe and orderly environment, and our dedicated teachers and staff work diligently to ensure that our mission is accomplished. EMS was accredited by the Southern Association of Colleges and Schools (SACS) and is the home of the 2009-2010 and 2010-2011 Sumter School District Two Teacher of the Year.

We are proud of our students and their accomplishments. Ebenezer's school winner of the State Superintendent's Writing Awards Program was selected as the district winner. Another eighth grade student participated in the 2010 S.C. Young Writers' Conference. An Ebenezer student won the regional competition for the United States Air Force Patriotism Essay. The student and her father traveled to Virginia, where she was asked to read her essay at a special dinner. Eighteen students were named USC-Sumter Junior Scholars, three students were named South Carolina Junior Scholars, and 30 students were inducted into the National Junior Honor Society. The Sumter Chamber of Commerce honored 12 students for outstanding citizenship. We are proud to have a middle school representative on the State Future Business Leader's of America Executive Board. Several of our Future Business Leader's of America (FBLA) students received awards at the State Conference held in Charleston, S.C. Additional student successes have been recognized and celebrated with a variety of activities.

As we continue to meet the challenges of improving student achievement, teachers and administrators recognize the need to stress active learning, academic rigor, and high expectations. In addition to PASS data, analysis of MAP and Unit Tests throughout the year helps strengthen and improve instruction. The use of technology is important to insure classroom resources are up-to-date and relevant. We were fortunate to end the school year with all of our Language Arts and Math classes having Promethean Boards.

Beyond the classroom, students have had an impact on the community. The Book Chatters Club participated in the National Read Across America Day and read Dr. Seuss books to young children at a local Chick-fil-A restaurant during the evening. They also attended the 2010 State Read-In, where they marched to the steps of the state capitol building to celebrate reading. They were pictured on the front cover of the Media Center Messenger. Our goal for Relay for Life was surpassed, and funds were also raised for the March of Dimes and the American Heart Association. During the holidays, we participated in "Shower Shaw with Cookies" to show support for the men and women stationed at Shaw Air Force Base. The faculty, staff, students, and parents also gave a gift to the Dalzell community by cleaning up Ebenezer Road.

Our primary goals for the 2010-2011 school year will be a continued focus on reading in the content areas and increased use of differentiated instruction. These skills will help our students throughout their lifetime, and our school motto "Learning to Be Tomorrow's Leaders" will have real meaning for each of us.

Marlene De Wit, Principal
Sheryl Amegin, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	97	54
Percent satisfied with learning environment	95.5%	76.3%	73.6%
Percent satisfied with social and physical environment	100.0%	69.8%	74.1%
Percent satisfied with school-home relations	50.0%	85.1%	75.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	391	100	31.8	39.7	28.5	80.3	82.1	83.5	Yes	Yes
Gender										
Male	220	100	36.8	35.8	27.5	75.5	77.7	80.1	N/A	N/A
Female	171	100	25.5	44.7	29.8	86.3	86.8	87	N/A	N/A
Racial/Ethnic Group										
White	95	100	17.6	40.7	41.8	91.2	86.9	89.6	Yes	Yes
African American	274	100	38.3	38.7	22.9	74.7	78.3	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.4	92.7	I/S	I/S
Hispanic	14	100	7.7	61.5	30.8	100	88.9	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	85.1	I/S	I/S
Disability Status										
Disabled	55	100	76.5	9.8	13.7	39.2	51.6	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	287	100	37.1	41.6	21.3	76.8	79.9	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	391	100	38.4	38.9	22.7	75.1	77.8	80.4	Yes	Yes
Gender										
Male	220	100	40.2	37.3	22.5	70.1	75.4	78.4	N/A	N/A
Female	171	100	36	41	23	81.4	80.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	95	100	23.1	41.8	35.2	85.7	83.5	87.8	Yes	Yes
African American	274	100	45.5	37.5	17	69.6	73.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.3	93.5	I/S	I/S
Hispanic	14	100	15.4	46.2	38.5	100	87.8	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.4	83.2	I/S	I/S
Disability Status										
Disabled	55	100	76.5	13.7	9.8	29.4	42.6	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	86.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	287	100	45.3	37.5	17.2	71.2	75	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	259	99.2	36.5	40.2	23.2	63.5	63.2	67.3
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Gender

Male	143	98.6	32.3	43.1	24.6	67.7	63.1	66.9
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Female	116	100	41.4	36.9	21.6	58.6	63.3	67.7
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Racial/Ethnic Group

White	55	100	20.8	41.5	37.7	79.2	74.2	79.6
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African American	184	99.5	42.9	41.2	15.9	57.1	54.9	49.7
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.5	84.4
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Hispanic	12	91.7	I/S	I/S	I/S	I/S	76.6	59.4
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	58.3	69.5
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Disability Status

Disabled	36	94.4	80.6	9.7	9.7	19.4	28.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	55.6	58.6
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Socio-Economic Status

Subsidized meals	188	98.9	45.7	40	14.3	54.3	58.4	55.4
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Social Studies

All Students	259	99.2	27.1	48.3	24.6	72.9	67.7	70.9
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Gender

Male	144	99.3	30.3	43.9	25.8	69.7	67.4	70.1
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Female	115	99.1	23.1	53.7	23.1	76.9	68	71.7
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Racial/Ethnic Group

White	62	100	11.9	57.6	30.5	88.1	71.8	79.2
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African American	183	98.9	33.3	47	19.6	66.7	63.8	58.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.2	86.8
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.7	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	35	94.3	74.2	22.6	3.2	25.8	34.6	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.5	68
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Socio-Economic Status

Subsidized meals	188	98.9	33.3	47.7	19	66.7	64	60.8
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Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

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N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	390	97.7	32.8	50.6	16.7	67.2	67.7	72.1	95.4	96.3
Gender										
Male	221	96.4	39.2	47.7	13.1	60.8	60.3	65.2	95.1	96.1
Female	169	99.4	24.8	54	21.1	75.2	75.6	79.2	95.8	96.4
Racial/Ethnic Group										
White	96	100	24.2	48.4	27.5	75.8	73.1	80.8	94.6	95.8
African American	273	97.1	37.8	49.8	12.4	62.2	62.8	59.7	95.5	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.6	87	97.7	97.2
Hispanic	13	92.3	8.3	75	16.7	91.7	85.4	64.6	98.1	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	66.7	73.4	98.1	94.9
Disability Status										
Disabled	57	86	N/AV	N/AV	N/AV	11.1	24	27.7	96.6	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73	63.7	99	97.1
Socio-Economic Status										
Subsidized meals	288	97.2	38.4	48.3	13.3	61.6	64.5	61.9	95.1	96.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	27.2	40.8	32	72.8
	7	119	100	36.2	42.2	21.6	63.8
	8	149	100	35.9	43.4	20.7	64.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	30.3	43.2	26.5	69.7
	7	126	100	24.4	38.7	37	75.6
	8	119	100	41.2	36.8	21.9	58.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	22.4	44	33.6	77.6
	7	119	100	37.1	50	12.9	62.9
	8	149	100	40.7	51	8.3	59.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	29.5	43.2	27.3	70.5
	7	126	100	33.6	37.8	28.6	66.4
	8	119	100	53.5	35.1	11.4	46.5
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	66	95.5	32.8	46.6	20.7	67.2
	7	119	100	31.9	44.8	23.3	68.1
	8	74	97.3	44.3	35.7	20	55.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	74	98.7	39.1	43.8	17.2	60.9
	7	126	99.2	30.5	40.7	28.8	69.5
	8	59	100	45.8	35.6	18.6	54.2

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	98.6	7.7	63.1	29.2	92.3
	7	119	100	42.2	27.6	30.2	57.8
	8	75	100	23.3	42.5	34.2	76.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	74	98.7	25	63.2	11.8	75
	7	125	100	28	44.1	28	72
	8	60	98.3	27.8	38.9	33.3	72.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	132	98.5	28.8	50.4	20.8	71.2
	7	125	98.4	32.2	50.4	17.4	67.8
	8	149	100	34.9	50.7	14.4	65.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	95.8	34.4	48.4	17.2	65.6
	7	126	99.2	31.1	52.1	16.8	68.9
	8	120	98.3	32.7	51.3	15.9	67.3

Abbreviations for Missing Data

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